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Research Report

**THE EFFECT OF GROUP WORK TECHNIQUE ON
PROCEDURE TEXT ACHIEVEMENT**

By:

ERNITA DAULAY

NIP. 19801201200912 2 003



**TARBIYAH FACULTY
STATE INSTITUTE ISLAMIC STUDIES
NORTH SUMATERA
2012**

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A Research Report

RECOMMENDATION

Having read this research report entitled **"THE EFFECT OF GROUP WORK TECHNIQUE ON PROCEDURE TEXT ACHIEVEMENT OF THE 2011/2012 OF TARBIYAH FACULTY"** by Ernita Daulay, I conclude that this writing has fulfilled the techniques and procedures of a scientific writing, in this case as a research report.

Medan, July 2012

Consultant,

Tien Rafida, S.Ag, M.Hum
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ACKNOWLEDGEMENT

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During the process of conducting and writing this report, the writer has received a lot of suggestion, inputs, critical, comments from and discussion with others, and the writer would like to give express and very special thank for her consultant Drs. Syahrur, M.Pd for giving her guidance to start writing this research report as well as his supervision and correction.

Finally, there are much room for error and differences of opinion, she always open for some comments and criticism, so that this thesis can be improved. May ALLAH SWT bless her. Amin.

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The writer,
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Ernita Daulay

ABSTRACT

Daulay Ernita. *The Effect of Group Work Technique on Procedure Text Achievement of the 2011/2012 Academic Years.*

This study deals with the influence of group work in writing procedure text. The objective of this study is to focus whether teaching writing by using group work has significance effect different than teaching writing without using group work in developing in students' writing ability. In this study the writer took 56 students of the third year students of 2011/2012 Academic Years Tarbiyah Faculty of State Institute Islamic Studies as the sample.

This thesis is quantitative study which they were divided into two groups. The first group (Experimental group) was taught by using group work in writing procedure text, while the second group (Control group) was taught without using group work.

The result of this thesis can get by the writing composition tests were used as the instrument for collecting data. The test were into two; pre-test and post-test. Based on the data, t_{observed} (10.75) is higher than t_{table} at level of 0.05 (2.00). The result of this study shown that there is a significant effect of using group work technique on students' writing procedure text.

ABSTRACT Danay Ertita. The Effect of Group Work Technique on Procedure Text Achievement of the 2011/2012 Academic Years.

This study deals with the influence of group work in writing procedure text. The objective of this study is to focus whether teaching writing by using group work has significance effect different than teaching writing without using group work in developing in students' writing ability. In this study the writer took 26 students of the third year students of 2011/2012 Academic Years Tarbiyah Faculty of State Institute Islamic Studies as the sample.

This thesis is quantitative study which they were divided into two groups. The first group (Experimental group) was taught by using group work in writing procedure text, while the second group (Control group) was taught without using group work.

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CHAPTER III RESEARCH METHOD

A. Research Design.....	54
B. Location of Study.....	55
C. Population and Sample.....	56
1. Population.....	56
2. Sample.....	56
D. Instrument for Collecting the Data.....	58
E. Research Procedure.....	58
1. Pre-Test.....	58
2. Treatment	59
3. Post-Test.....	61
F. Scoring the Test.....	61
G. Technique for Analyzing the Data.....	66

CHAPTER IV THE DATA AND RESEARCH FINDING

A. The Data.....	67
B. The Data Analysis.....	71
C. Hypothesis Testing.....	72
D. Research Finding.....	73

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	74
B. Suggestion.....	74

REFERENCE

CHAPTER III RESEARCH METHOD	
A. Research Design.....	54
B. Location of Study.....	55
C. Population and Sample.....	56
1. Population.....	56
2. Sample.....	56
D. Instrument for Collecting the Data.....	58
E. Research Procedure.....	58
1. Pre-Test.....	58
2. Treatment.....	59
3. Post-Test.....	61
F. Scoring the Test.....	61
G. Technique for Analyzing the Data.....	66
CHAPTER IV THE DATA AND RESEARCH FINDING	
A. The Data.....	67
B. The Data Analysis.....	71
C. Hypothesis Testing.....	72
D. Research Finding.....	73
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	74
B. Suggestion.....	74
REFERENCE	

LIST OF TABLE		
TABLE	TITLE	PAGE
3.1	RESEARCH DESIGN	55
4.1	THE RESULT OF PRE-TEST AND POST-TEST OF EXPERIMENTAL GROUP	67
4.2	THE RESULT OF PRE-TEST AND POST-TEST OF CONTROL GROUP	69

TABLE	TITLE	PAGE
3.1	RESEARCH DESIGN	55
4.1	THE RESULT OF PRE-TEST AND POST-TEST OF EXPERIMENTAL GROUP	67
4.2	THE RESULT OF PRE-TEST AND POST-TEST OF CONTROL GROUP	69

LIST OF APPENDIXES

APPENDIX	TITLE	PAGE
1	THE CALCULATION OF VARIANCE OF EXPERIMENTAL GROUP	77
2	THE CALCULATION OF VARIANCE OF CONTROL GROUP	80
3	THE CALCULATION OF T-TEST	83
4	TABLE CRITICAL VALUE OF T	87

CHAPTER II REVIEW OF LITERATURE

A. Theoretical Framework.....	10
1. Techniques.....	10
2. Group Work Techniques.....	12
2.1 Types of Group Work.....	15
2.2 The Principle of Conducting Group Work.....	17
2.3 Characteristic of Group Work.....	22
2.4 Organizing Group Work Technique.....	31
2.5 The Function of Group Work in Teaching Procedure Text.....	34
2.6 Advantages and Disadvantages of Group Work.....	35
3. Procedure Text.....	41
3.1 Organizational Features of Procedure Text.....	43
3.2 The Structure of Procedure Text.....	46
4. Teaching Procedure Text Using Group Work.....	50
B. Conceptual Framework.....	52
C. Hypothesis.....	53

PAGE	TITLE	APPENDIX
77	THE CALCULATION OF VARIANCE OF EXPERIMENTAL GROUP	1
80	THE CALCULATION OF VARIANCE OF CONTROL GROUP	2
83	THE CALCULATION OF T-TEST	3
87	TABLE CRITICAL VALUE OF T	4

TABLE OF CONTENT

ACKNOWLEDGEMENT.....	i
ABSTRACT.....	iii
TABLE OF CONTENT.....	iv
LIST OF TABLE.....	vii
LIST OF APPENDIXES.....	viii

CHAPTER I INTRODUCTION

A. The Background of the Study	1
B. The Identification of the Study.....	7
C. The Problem of the Study.....	7
D. The Scope of the Study.....	8
E. The Object of the Study.....	8
F. The Significance of the Study	8

CHAPTER II REVIEW OF LITERATURE

A. Theoretical Framework.....	10
1. Technique.....	10
2. Group Work Technique.....	12
2.1 Types of Group Work.....	15
2.2 The Principle of Conducting Group Work.....	17
2.3 Characteristic of Group Work...	22
2.4 Organizing Group Work Technique..	31
2.5 The Function of Group Work in Teaching Procedure Text.....	34
2.6 Advantages and Disadvantages of Group Work.....	35
3. Procedure Text.....	41
3.1 Grammatical Features of Procedure Text.....	43
3.2 The Structure of Procedure Text.....	46
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B. Conceptual Framework.....	52
C. Hypothesis.....	53

ACKNOWLEDGEMENT.....	i
ABSTRACT.....	iii
TABLE OF CONTENT.....	iv
LIST OF TABLE.....	vii
LIST OF APPENDICES.....	viii
CHAPTER I INTRODUCTION	
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C. The Problem of the Study.....	7
D. The Scope of the Study.....	8
E. The Object of the Study.....	8
F. The Significance of the Study.....	8
CHAPTER II REVIEW OF LITERATURE	
A. Theoretical Framework.....	10
1. Technique.....	10
2. Group Work Technique.....	12
2.1 Types of Group Work.....	12
2.2 The Principle of Conducting Group Work.....	17
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2.5 The Function of Group Work in Teaching Procedure Text.....	34
2.6 Advantages and Disadvantages of Group Work.....	35
3. Procedure Text.....	41
3.1 Grammatical Features of Procedure Text.....	43
3.2 The Structure of Procedure Text.....	46
4. Teaching Procedure Text Using Group Work.....	50
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CHAPTER I INTRODUCTION

A. The Background of the Study

Language is both natural and culture, individual and social¹. It permits our thought, mediates our relation with others, and even creeps into our dreams² it means that most human knowledge and culture are stored and transmitted in language, which is so ubiquitous that we take it for granted. Without it, however, society as now we know it would be impossible.

Language is means of communication. Certain people in the world speak a certain language. Language is something whose place is the most important in our life. No group of the people without a spoken language have ever existed. How would without language? So the language is a perfect instrument of the communication.

¹ Knapp, P and Watkins, M. 2005. *Genres, Text, Grammar; Technologies for Teaching and Assessing writing*. Sidney: UNSW Press.

² Lanacker, R.W.2000. *Language and Its Structure*. San Diego: Harcourt Brace Jovanovich.

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Language stands at the center of human affairs from the most prosaic to the most profound. In relation to this, language is fundamentally an instrument of communication³. People use language as away of conveying ideas, feeling, and opinions to others both in the written spoken form.

There are many languages in the world. One of the famous languages is English. It is a foreign and international language it means for people to communicate with those of different countries, to run business, and to continue their studies abroad.

English is always used in many books of knowledge and technology, especially for the author from Great Britain, the United States of America, Australia, Canada and others. It is also made in international broadcast, information, and magazine. Learning English as a foreign language in Indonesia is one of important subjects. That is why English taught for students from elementary up to university. The students learn it

³ Clark, Herbert H. And Clark, Eve E. 1977. *Psychology and Language*. New York. Harcourt Brace Jovanovich, Inc.

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in order to achieve the maximum target on learning, namely to enable them in using English in their purpose of life.

There are four skill required in learning a language especially English such as: listening, speaking, reading and writing. Listening is the first language mode that children acquire. It provides a foundation for all aspects of language and cognitive development, and it plays a life-long role in the processes of learning and communication essential to productive participation in life. Speaking is an activity used by someone to communicate with other. It takes place very where and has become part of our daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling and thought. He or she also shares information to other trough communication. Reading is a complex cognitive process of decoding symbols for the intention of constructing or deriving meaning (reading comprehension). It is the mastery of basic cognitive processes to the point where they are automatic so that attention is freed for the analysis of meaning. And Writing is the representation of language in a textual medium through the use of a set of

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signs or symbols (known as a writing system). There are four skills of language that must be mastered by students, they are listening, speaking, reading and writing.

Writing is one of the skills that are very important to be teaching to students. The ability to write has to be consciously learned by students and it also hoped that students can be able to write. Write is a vital skill for speakers of a foreign language as much as for everyone using their own first language⁴.

There are many kinds of the text learn by students in learning the writing skill. They are report, recount, procedure, letter, advertisement, etc. Procedure text is one of them that are really important to teach. Procedure text is a text that explains us how to do something or how something is done. Based on the result during teaching of the third year students of the Tarbiyah Faculty, it is showed that there were many students who learnt English found difficulties in writing procedure texts. The difficulties are that they cannot write a good procedure text

⁴ Harmer, J. 2004. *How to Teach Writing*. Harlow : Pearson Educations

or they can't arrange jumbled sentences of a procedure text into a good order.

The difficulties faces by students may be caused by two factors; internal factors and external factors. Internal factors come from the students themselves, concerning with psychology and physical aspects, for example: their ability in memorizing or thinking while external factors come out of the students which may concern with the facility and teaching learning strategy/approach.

Considering about teaching learning approach, there are many kinds of them, but one of the best approaches that is suggested to use is group work. By using this approach, students will understand procedure text easily. Group work provides a context in which individual help each other, helping group as well as helping individual. As learner interaction with each other through oral and written discourse, their communicative abilities are enhanced⁵.

⁵ Brown, H.D. 2001. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. 2nd Edition. White Plains, New York : Pearson Education.

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Here the writer chooses group work technique, because in the group students can work collaboratively. They can share and brainstorm the ideas together. Group work is one of activities which can help to create dynamic, motivating classes and real learning takes place when the students in a relaxed atmosphere, participate in activities that require them to use what they have been drilled on⁶. Activities by using group work involve students in doing a significant amount of group work. It will enable the teacher to challenge students in writing and it can also to keep aware and warm, open students' receptivity and help students absorb information.

Based on the reasons or background of the study above, it is conduct a research about **The Effect of Group Work Technique on Procedure Text Achievement of the Third Year Students of the Tarbiyah Faculty.**

⁶ Nation Isp.1996. *Teaching and Learning Vocabulary*. Wellington : Victoria University of Wellington.

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B. The Identification of the Study

Considering the reality on the writer's experiences at teaching in the classroom, students have many problems in learning English especially in work pairs, so the writer is suggested to use group work. Based on the assumption above, the writer would like to draw the problems of the study, as follows:

"Does group work technique give significant effect on the students' achievement in writing procedure text of the third year students of the Tarbiyah faculty?"

C. The Problem of the Study

Based on the background of the study, the writer formulates the problem as follows:

"Is there any significant effect of group work technique on the students' achievement in writing procedure text of the third year students of the Tarbiyah faculty?"

The Scope of the Study

There are many kinds of teaching approaches on procedure text writing. Concerning with this research, all of teaching approach will not be examined, but it focuses on only effect of group work technique on procedure text on student's achievement. There are also many examples of procedure text. But this is specified on only the procedure text in form recipe (How to cook something), e.g. How to Cook Fried rice, How to Cook Fried Noodles, etc.

E. The Objective of the Study

Based on the problem of the study, the objective of the study is to find out if there is any significant effect of group work technique on the students' achievement on writing procedure text of the third year students of the Tarbiyah faculty.

F. The Significance of the Study

The result of the study is expected to be very useful for teacher to improve their ability in teaching procedure text. Group work can be an alternative approach in teaching

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procedure text. Besides, it is also expected to be very useful for students in developing their ability in writing procedure text.

A. Theoretical Framework

There are many activities in teaching and learning English in the classroom. To make the students more interested in learning English, the teacher should be able to make an appropriate activity depending on the need on an understanding of the situation, which the teacher entails.

In teaching procedure text, the teacher can use a technique in conducting the lesson in the class. Group work technique is one of the teachings and learning techniques to arise the curiosity, to arise motivation, work together and understand learning procedure text and so it will be easier for the teacher to conduct the role of learning process by using group technique.

1. Technique

Technique is an implementation, which is taking place in the classroom. In order to accomplish certain goal of teaching foreign language, a technique should be familiar to the

procedure text. Besides, it is also expected to be very useful for students in developing their ability in writing procedure text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

There are many activities in teaching and learning English in the classroom. To make the students more interested in learning English, the teacher should be able to make an appropriate activity depending on the need on an understanding of the interaction, which the teacher entails.

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teacher. A technique can help teacher improve the students' ability in teaching learning process.

Techniques are the specific activities manifested in the classroom that are consistent with a method and therefore it is in harmony with an approach as well, more clearly stated that technique as a super ordinate term to refer to various activities that either teachers or learners perform in the classroom⁷.

In order to accomplish certain goal of teaching foreign language, a technique should be familiar to the teacher. Technique can help her to improve the students' ability in mastering the language. In other words, techniques are very usefully to be applied in the classroom, so that the teaching process is facilitated.

It is true that most teachers are often confused the term "technique" with an approach or method. This is due to the overlapping meaning of each term also the other terms may include the basic idea of technique.

⁷ Brown, H.D. 2001. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. 2nd Edition. White Plains, New York : Pearson Education.

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In fact, technique is a kind of strategy to make a lesson more understandable by the students. In other words, the teacher devices a kind of activity then simulate the curiosity of the students when the learning process occurs. It is an implementation which actually takes place in the classroom. It is a particular trick, strategy or contrivance used to accomplish and immediate objective technique must be consistent with a method and therefore in harmony with an approach as well. Further, techniques depend on teacher, her individual art and on the composition of the class particular problems can be tracked equal success full by the use of different techniques.

2. Group Work Technique

Group work is common in today's classrooms. Learn some techniques to keep students busy and on-task while they are working together. According to Group work is a generic term covering a multiplicity of technique in which two or more students are assigned a task that involves collaboration and self

initiated language⁸. In group work, fewer students in a group will give students more opportunities to speak. In order to have an interactive class, it is better to make a group of five or fewer.

Like anything in education, group works best when it is planned and used thoughtfully. Simply seating students in groups of four or five does not mean students are engaged with each other. It could simply mean they are going to play and talk to each other, rather than complete class work. That is why it is important to plan group work and the types of groups you will be using.

Group work of students should allow, and even force, students to work together. It should build their communication skills and it should help them learn how to respectfully hold each other accountable. And we must know the ability of group.

Group work is usually based on size, interaction and goal.⁹

⁸ Brown, H.D. 2001. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. 2nd Edition. White Plains, New York : Pearson Education.

⁹<http://www.abacon.com/commstudies/group/devgroup.html>.

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<http://www.abacon.com/communities/groupdevgroup.html>.

a. Size

Most researchers define a group work as having at least three and no more than twelve member. A group needs to have at least three members, with three members, coalitions can be performing and some kind of organization is present.

b. Interaction

A group member must be able to communicate freely and openly with the other entire member of the group. Group will develop roles which will affect the group's interaction.

c. Goal

A group must have a common purpose or a goal and they must work together to achieve that goal. The goal brings the group together and holds is together through conflict and tension.

In conclusion, group work technique is a technique which consists of two and no more than twelve members which have an interaction for finishing a task.

2.1 Types of Group Work

Several types of group work are:¹⁰

1. Cooperating arrangement

It is the most common type of group work. Its essential feature is that all learners have equal access to the same information and have equal access to each other's view of it. The purpose of a cooperating activity is for learners to share their understanding of the solutions to the task or of the material involved. The major problem with cooperating arrangements is encouraging each learner to play an active part in the group. Because all learners have equal access to the same information, no individual is essential to the activity. Such work has good effects on improving social relationship among the learners. The most suitable task, for cooperating arrangement group work includes:¹¹

a. Ranking, ordering, and choosing,

¹⁰ Nation Isp.1996. *Teaching and Learning Vocabulary*. Wellington : Victoria University of Wellington.

¹¹ Nation Isp.1996. *Teaching and Learning Vocabulary*. Wellington : Victoria University of Wellington.

b. Finding implications, causes, or uses,

c. Solving problems, and

d. Producing material

2. Individual arrangement

Here each learner has the same information but must perform individually with a part of that information. Unlike the cooperating arrangement, each learner makes an individual performance, which is not necessarily arrangement are to increase the time each learner can spend on a task, and to ensure that each learner participates.

There are two main types of groups that teachers use when having their students work cooperatively. The first type of group is heterogeneous grouping. This means group students of different ability levels together. The definition could also be expanded to include group together students of different ages and races. The second type of group is homogenous grouping. It simply means group together students that are similar.¹²

¹² <http://brighthub.com/Educatin/k-21/articles/19619.asp>.

2.2 The Principle of Conducting Group Work

Group work is undeniably useful in language learning classes especially to achieve the teaching procedure text. It can help learning in following ways:¹³

1. Negotiation of input

Group work an opportunity for learners to get expose to language that they can understand (negotiate comprehensible input) and which contains unknown items for them to learn.

2. New language items

Group work gives learners exposure to arrange of language items and language function. Group work provides more opportunities for use of new item compare to the opportunities in teacher classes. Group work may also improve the quality of these opportunities in terms of individualization, motivation, depth of processing and effective climate.

3. Fluency

Group work allows learners to develop fluency in the use of language features that they have already learned.

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4. Communication strategies

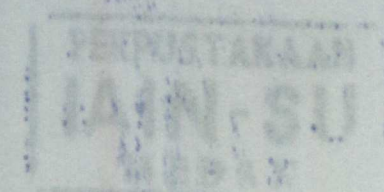
Group work gives learners the opportunity to learn communication strategies. These strategies include negotiation strategies to control input (seeking clarification, seeking confirmation, checking comprehension, repetition), strategies to **keep a conversation going, strategies to make up for a lack of language items or a lack of fluency in the use of such terms, and strategies for managing long turns in speaking.**

5. Content

A goal of group work may be the mastery of the content of the curriculum subject the learners are studying.

Group work of student is not as easy as it sounds. Every student wants hi/her friends to be in his/her group. A useful way of classifying students is to look at the distribution of information needed to the activity. In many group work activities, learners have equal access to the same material or information needed.

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There are some principles to divide the students into group work, namely friendship, streaming, chance, and changing group.¹⁴

a. Friendship

A key consideration when putting students in group work is to make sure that friends are put with friends, rather than risking the possibility of people working with others whom they find difficult or unpleasant.

Perhaps, then, teachers should leave it to the students, and ask them to get into group work with whom they want to. In such situation teacher has to be sure that students will gravitate towards people they like, admire, or want to be liked by.

Friendship is used as principle to divide students into group work in this study. It will make students comfortable to work and discuss one topic with their friends because they have already known and understood one another so they can communicate easily. Students will be fun and interested with their group work.

¹⁴ Harmer, J. 2001. *The Practice of English Language Teaching*. 4th edition: Pearson. Longman.

b. Streaming

Streaming is a consideration of putting students in the groups based on students' ability. One suggestion in applying this criterion is that group work should have a mixture of weaker and stronger students. In such group work the stronger students can help their weaker friends. The process of helping will help such strong students to understand more about the language itself. The weaker students will benefit from the helping they get.

Apart from streaming group work by ability teacher might also decide to stream students based on level of participation. Streaming is a complex task, since it forces teacher to divide students based on level of participation. It demands constant monitoring to make sure that students are not in inappropriate group.

c. Change

It is also possible to group students by 'chance' that is for no special reason of friendship, ability, or level of participation. This is the easiest way of group work students

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since it demands little pre planning and it also stresses the cooperative nature of working together.

In this case, teachers can arrange random group work by asking people to get out of their chairs and stand in the order of their birthday. Then teacher group the first five, the second five, and so on. Teacher also can make group work of student without glasses or of people in different ethnics.

d. Changing group

The group members do not have to stay in the group until the end of discussion. The group members may change while an activity continues. It is possible for the members of other groups to come and visit other groups to share information and take different information back to their original groups.

Teacher can group students based on a variety of factors. If teacher is concerned with the atmosphere of the whole class, she can try to make friendship group. If the activity is based on fun, teacher can group students by chance. On the other hand, if teacher is dealing with a non-homogenous class,

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2.3 Characteristics of Group Work

Group work is essential to work with a systematic plan having understanding, we feelings and concentration. Group workers are viewed as helping persons whose job is to help people by identifying her/his problem, skill and ability.¹⁵

a. Characteristic of Group work:

1. Group work practiced by group itself

With the help of group workers, development of the individual changes and personality growth are happen. The group practiced and take steps by her own worth and dignity by the help of its workers.

2. It's based on humanitarian philosophy

Group work is based on humanitarian philosophy. A group gets its inspiration from the happiness, joy and prosperity

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of the member of that particular group within a community. A group must have a belongingness and group philosophy.

3. It gives aspiration to help each other

Because of living together, sharing problem and emotion of each other they get a aspiration to help each other. The group helps the individual when she/he is in problem.

4. Group work provides more information and more skill

After formation of a group by a worker the group member get more and skill. Because of belongingness and helping mind the member can sharing their knowledge among themselves. They get more information about science, resources and techniques.

b. It develop human personality

After making a group their networking with other groups, workers and agency develop their personality.

c. Qualities of group worker

Social group worker must have certain essential qualities where she brings harmony and co-operation between groups and the individuals on the basis of knowledge and experience. The group worker could only implement her work

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plan on the basis of few skill essential assessments which are as follows:

- Selection of group
- Obtaining maximum information about group
- Establishing purposeful relationship with the individual in the group
- Knowledge about status of an individual and analyzing group situation
- Suitable programmed planning and programmed implementation process
- Knowledge about the available resources within and outside the group
- Optimum utilization of agency and group resources
- Evaluating the programmed

Planning and re-planning as problems arise are features of effective group work. Initial planning is carried out in group, with special attention to question, problems, and responsibilities. Re-planning is necessary as new needs arise and as special problems are presented for consideration. Planning should be more than a search for sources of

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Planning phase should include the following seven "rule" for implementing a group work technique.¹⁶

1. Introduction the technique

The introduction almost always should include a statement of the ultimate purpose so that students can apply all other directions to that objective.

2. Justify the use of groups for the technique

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Explain to the students explicitly why the group work is important for accomplishing the task if the students have any doubts about the significance of the upcoming task.

3. Model the technique

Show the students with model before they do their task.

Models can from the students to simulate a discussion of meshing arrival and departure times, the teacher guidance of their discussion will help.

4. Give explicit detailed instructions

Give the students specific instructions on what they are to do, after they have seen the purpose of the task and have had a chance to witness how their discussion might process.

5. Divide the class into groups

6. Check for clarification

Check to make sure they all understand their assignment.

7. Set the task in motion

Besides that, a good group work has high morale. The members are happy with group; they enjoy working with the others and are pleased with their place in the group. They

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receive a sense of belonging and a feeling of personal satisfaction from their roles. A good group work gets things done. It reaches its goals with a minimum of wasted motion. It turns out a large quantity of a high-quality product, solves problems, or makes decisions. Some people think productivity is all that counts, but the individual exists solely for the group. The group has certain duties and responsibilities to the individual.

Then the members of group work discussion must keep cohesiveness. Cohesiveness is the key to successful group work. Cohesiveness refers to the ability of group to stick together. Another term the same quality is group loyalty. A highly cohesive group is one in which the members work for the good group work. Cohesiveness encourages increased and improved communication, morale, and productivity. Cohesive group do more work, because members take initiative and help one another, the more cohesive the group, the more efficient the communication within the group. Cohesiveness encourages disagreement and question. Both are necessary to communication. Since the success or failure of a group depends

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largely on the efficiency of its communication, the cohesive group encourages its members to work cooperatively to achieve understanding.

To build cohesiveness in the group work, need to know some of the dynamics of group process. Every member of the group is constantly experiencing pushes into and pulls away from the group. The cohesiveness of the group work changes from day to day, if the group work comes into competition with similar groups. Cohesiveness is usually increased. Athletic teams develop high levels of team spirit and will to win because they compete with other teams in a win or lose situation.

Also, the members of group work should be known that one way to increase the cohesiveness of a group work is to build a social climate that is rewarding and fun for all members. When the members of a new group work meet for the first time, they begin to interact socially, the smile, frown, and laugh. All those things help build a climate that is pleasant, congenial, and relaxed or one that is stiff and tense. A positive social climate makes the attractive, builds cohesiveness, and encourages people to speak up and say what they really mean. The positive

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communications are shows of solidarity, of tension release, and of agreement. The negative messages are shows of antagonism, of tension, and of disagreement.

The opposite of showing solidarity is showing antagonism to the group or to another person. While shows of solidarity build a pleasant spirit and rapport, shows of antagonism make the others uncomfortable. The students in new groups always feel a certain amount of tension. Embarrassments, shyness, uneasiness when meeting with strangers are shows of social tension. When a group work first meets, everyone experiences primary tensions. When groups experience primary tension, the students speak softly, they sigh, and they are polite. Once the primary tension is released, however, the group should go to work.

Once the students relax and get down to work, new and different social tensions are generated by disagreement over ideas and by personality conflicts. Secondary tensions are louder than primary ones. The students speak rapidly, interrupt, one another, and act impatient. When secondary tensions reach a certain level, the group finds it difficult to concentrate.

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Secondary tensions are more difficult to bleed off than primary ones. There are no easy solutions, but the tensions should not be ignored.

Agreement is one of basic social rewards. The more people agree, the more they communicate with one another. Meanwhile, disagreements serve as negative – climate builders. When people disagree, they grow cautious and tense. Disagreements are socially punishing but absolutely essential to good group work. The person who finds her idea subjected to rigorous testing and disagreement feels as though she is being shot down.

One of the reasons that the number of disagreement increase with a rise in cohesiveness is that groups must develop enough cohesiveness to afford disagreements and still not break up. Also, an important way to resolve conflicts is to build group cohesiveness. It helps to do things the group back together after a period of heavy disagreement. Often disagreements increase a group moves toward a decision. Good group work use positive-climate builders after the decision is reached.

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2.4 Organizing Group Work Technique

Using group work, the students should work together in group. In the other hand, teacher consider not only before the activity but also during and after it.¹⁷

a. Before

When teacher wants students to work together in group, it will be followed by the 'engage-instruct-initiate'. This is because students need to feel enthusiastic about what they are going to do. They need to understand what they are going to do, and they need to be given an idea of when they will have finished they going involved in.

Sometimes our instruction will involve a demonstration. Where an activity is familiar, it may be simply given them an instruction to practice their language in studying pairs, or to use their dictionaries to find specific bits of information.

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instructions, or in monolingual classes, to translate them into their first language.

b. During

While the students are working in group work, they have a number of options. Teacher could for instance, stands at the front or the side of the class (or at the back or anywhere else in the room) and keep an eye on that is happening, nothing who appears to be stuck or disengaged, or about to finish.

An alternative procedure is to go round the class watching and listening to specific groups. Teacher can stay (with their agreement) for periods of time then intervene if we think it is appropriate or necessary. Where students succumb to the temptation to use their first language, teacher will do their best to encourage or persuade them back into English.

Teacher also has a great chance to act as observer, picking up information about students' progress and seeing if it will be had to troubleshoot. But however it is intervened or taken part in the group work. It is vital that teacher bear in mind the most appropriate way to do so.

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When group stop working together, it is needed to organize feedback. It is wanted to let them discuss what occurs during the group work session and where necessary, add our own assessments and make corrections.

Where group has been working on task with definite right or wrong answers, it is needed to ensure that they have completed it successfully. Where they have been discussing an issue or predicting the content of reading text, teachers will encourage them to talk about their conclusion with audiences and the rest of the class. By comparing different solution, ideas, and problems, everyone gets a greater understanding of the topic.

When students have produced a piece of work, teacher can give them a chance to demonstrate this to other students in the class. They can stick written material on notice boards; they can read out dialogues they have written or play audio or videotapes they made.

Finally, it is vital to remember that constructive feedback on the content of students work can greatly enhance

students' future motivation. The feedback we give on language mistakes is only one part of the process.

2.5 The Function of Group Work in Teaching Procedure Text

The teacher uses teaching group work as the techniques in teaching procedure text. Using teaching group work is suitable for the beginner in English. Teaching using group work gives learners the opportunity to learn communication strategies. These strategies include negotiation strategies to control input (seeking clarification, seeking confirmation, checking comprehension, repetition), strategies to keep a conversation going, strategies to make up for a lack of language item or a lack of fluency in the use of such term, and strategies for managing long turns in speaking.¹⁸ This method gives more emphasis on pronunciation of the utterance of words and in correct written of words. Besides, in group work class, the learners are encouraged to give their opinion about the topic which is presented by the teacher, thus the learners can be more

¹⁸ Nation Isp.1996. *Teaching and Learning Vocabulary*. Wellington : Victoria University of Wellington.

active and not only passive in the teaching and learning process. Teaching group work is also very useful to train the students to speak and memorize the words automatically.

2.6 Advantages and Disadvantages of Group Work

As a technique that can be implemented directly in the teaching learning process, there are some advantages and disadvantages of using group work in the class room.

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• Advantages of group work

- Group work dramatically increases the number of talking opportunities for individual students.
- There are more than two people in the group, personal relationships are usually less problematic; there is also a great chance of different opinions and varied contributions.

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- Group work encourages broader skills of cooperation and negotiation than pair work, and yet is more private than work in front of the whole class.
- Group work promotes learner autonomy by allowing students to make their own decision in the group without being told what to do by the teacher.
- Although we do not wish any individuals in group to be completely passive, nevertheless some students can choose their level of participation more readily than in a whole-class or pair work situation.
- Disadvantage of group work
 - Group work is likely to be noisy. Some teachers feel that they lose control, and the whole-class feeling which has been painstakingly built up may dissipate when the class is split into smaller entities.
 - Not all students enjoy it since they would prefer to be the focus of the teacher's attention rather than working with their peers. Sometimes students find themselves in uncongenial groups and wish they could be somewhere else.

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- Individuals may fall into group roles that become fossilized, so that some are passive whereas others may dominate.
- Groups can take longer to organize than pairs, beginning and ending group work activities, especially where people move around the class, can take time and be chaotic.

There are some advantages of group work technique.

They are:²⁰

1. Group work generates interactive language.

Group work helps to solve the problem of classes that are too large to offer many opportunities to speak. Closely related to the sheer quantity of output made possible through group work is the variety and quality of interactive language.

2. Group work offers an embracing effective climate.

Group work is the security of a group of students where each individual is not so starkly on public display, vulnerable to

²⁰ Brown, H.D. 2001. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. 2nd Edition. White Plains, New York: Pearson Education.

Individuals may fall into group roles that become fossilized, so that some are passive whereas others may dominate.

Groups can take longer to organize than pairs, beginning and ending group work activities, especially where people move around the class, can take time and be chaotic.

There are some advantages of group work techniques. They are:

1. Group work generates interactive language. Group work helps to solve the problem of classes that are too large to offer many opportunities to speak. Closely related to the sheer quantity of output made possible through group work is the variety and quality of interactive language.

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what the student may perceive as criticism and rejection. Group work becomes a community of learners cooperating with each other in pursuit of common goals.

3. Group work promotes learners' responsibility and autonomy.

Group work places responsibility for action and progress upon each of the members of the group somewhat equally.

4. Group work increases students' motivation to study much harder.

Group work can help students with varying abilities to accomplish separate goals. The teacher can recognize and capitalize upon other individual differences (age, cultural heritage, field of study, cognitive style, to name a few) by careful selection of group work and by administering different tasks to different groups.

Disadvantages of group work are:

1. It is likely to be noisy.

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Advantages of group work are:
1. It is likely to be noisy.

2. Not all students enjoy it since they would prefer to be the focus of the teacher's attention rather than working with their pairs.
3. Individuals may fall into group roles that become fossilized, so that some are passive where as others may dominate.
4. Groups can take longer to organize than pairs, beginning and ending group work activities-especially where people move around the class-can take time and be chaotic.

Making a group work in the classroom will create an interactive class. But we still have to remember, in making an interactive class, teachers should be the initiator. Teachers cannot let students work alone. But teachers must play their roles as interactive teacher.

There are some advantages and disadvantages of group work. They are:²¹

²¹ <http://paulrheller.com.2010>.

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<http://panjwebber.com/2010>

Advantages of Group Work (Disadvantages of not Using Individual Work)	Disadvantages of Group Work (Advantages of Using Individual Work)
<ul style="list-style-type: none"> Students learn quality skills and insights from one another, especially from the variation of work experience and relevant courses taken. Students learn effective project team skills. Students achieve socialization and professional networking. Stronger students help educate the weaker students. Faculty grading time is reduced <i>immensely</i>. 	<ul style="list-style-type: none"> Learning is inconsistent as stronger students contribute the majority of work and learn a great deal, but weaker/unmotivated students contribute little and learn little. Conflicts in compatible meeting times outside of class resulting in precious class time being consumed for groups to meet. Faculty must be involved in "policing" groups, which may involve some sort of written process where students evaluate each other. This results in both complexity and easily disputable judgments.

Advantages of Using Individual Work	Disadvantages of Group Work
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3. Procedure Text

There are many kinds of the text learnt by students in learning the writing skill. They are report, recount, procedure, letter, advertisement, etc. Procedure text is one of the texts that are very complex to be learnt by students.

Genres not as products or text types, but as a core set of generic processes. There five of it such as; describing, explaining, instructing, arguing, and narrating.²² Procedure text is included in genres of instructing. The purpose of instructing is to tell someone what to do or how to do it. The purpose of a procedure text is to tell how to do something. So procedure text is a text which tells us how something is done or how to do it²³. The social function of procedure text is to show the steps of how doing something. Recipe is one of the examples of procedure text.²⁴

²² Knapp, P and Watkins, M. 2005. *Genres, Text, Grammar; Technologies for Teaching and Assessing writing*. Sidney: UNSW Press.

²³ Richard-Amanto, P and Snow, M.A.2005. *Academic Success foe English Language Learners: Strategies for k-21 Mainstream Teacher*. White Plains, New York: Pearson Education.

²⁴ Pardiyono. 2006. *12 Writing Clues for Better Writing Competence*. Yogyakarta: Andi Offset.

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A procedure is a specification of series of actions, acts or operations which have to be executed in the same manner in order to always obtain the same result in the same circumstances (for example, emergency procedures)²⁵. Less precisely speaking, this word can indicate a sequence of activities, tasks, steps, decisions, calculations and processes, that when undertaken in the sequence laid down produces the described result, product or outcome. A procedure usually induces a change.

Procedure may also refer to:

- Instructions or recipes, a set of commands that show how to prepare or make something
- Subroutine or method (computer science), a portion of code within a larger program
- Algorithm, in mathematics and computing, a set of operations or calculations that accomplish some goal
- Surgical procedure, in medicine, treating diseases through an operation; see also List of surgical procedures

²⁵ <http://en.wikipedia.org/wiki/policies-and-procedures>.

- Legal procedure, in law, the body of law and rules used in the administration of justice in the court system
- Civil procedure, criminal procedure, administrative procedure
- Parliamentary procedure, in deliberative assemblies, the rules of order and processes used to make decisions

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally, etc.

3.1 Grammatical Features of Procedure Text

There are 7 grammatical features of a procedure text.

They are:²⁶

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- a. The nation of address is a key feature of instructing. The address may be referred to either directly or indirectly, for example:

Direct Address	
Judith, put the rubbish in the bin	*Address specified by name (more characteristic of spoken instruction)
You, put the rubbish in the bin	*Use the second person pronoun
Indirect address	
() Put the rubbish in the bin	*Address aliped
It is important to put the rubbish into the bin	*Use the third person pronoun (it) Passive Voice

- b. Action verbs are used in procedure text to represent the processes involved in completing a task, for example :

Mix the ingredients carefully

a. The nature of address is a key feature of instructing. The address may be referred to either directly or indirectly, for

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Direct Address	<p>Use the second person pronoun</p> <p>You, but the rubbish in the</p> <p>bin</p> <p>(more characteristic of spoken instruction)</p> <p>*Address specified by name</p> <p>Judith, but the rubbish in the</p> <p>bin</p>
Indirect address	<p>Use the third person pronoun</p> <p>It is important to put the</p> <p>rubbish into the bin</p> <p>(ii)</p> <p>*Address aliased</p> <p>() Put the rubbish in the bin</p>

b. Action verbs are used in procedure text to represent the processes involved in completing a task, for example:

Mix the ingredients carefully

c. Verbs are in the simple present tense to create a sense of timelessness.

They are also stated as imperatives.

d. Adverb are often used to qualify verbs and to provide extra information about how a task should be completed, for example:

Slowly, add the remaining ingredients

e. Temporal connectives are used in procedure text to ensure processes are placed in the correct order of times, such as first, second,....., next, after, that, then, finally, etc.

f. Conditional connectives are used to provide upon which a command or statement is based, for example :

If you mix the ingredients carefully, there won't be any lumps.

If you get stuck in a traffic jam that is not moving, turn the engine off.

g. Modality is used in procedure text to lessen or heighten the degree of obligation in completing a task, for example:

You *could* read the next section of the book after completing your work.

You should save your documents before turning down the computer

In procedure text uses significant lexical grammatical features:

- Focus on generalized human agents.
- Use of simple present tense, often imperative.
- Use mainly of temporal conjunctions (or numbering to indicate sequence).
- Use mainly of material process.

3.2 The Structure of Procedure Text

Procedure instructions such as recipes, directions, or picture instructions are concerned with telling how to do something. There are three stages of procedure text that are the goal, material (ingredient) and steps (sequence steps). For this reason, procedure text generally begins with the goal of the task, which is usually stated as a heading, for example: "How to make banana milkshake" or "How to Play Snakes and Ladders". Following this stage, a set of ingredients or the materials required to complete the task will be often presented

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in the order of use (not required for all procedure texts). Some instructions, such as directions to use an appliance may not include this information. The text then proceeds through a sequence of steps specifying how the goal is to be achieved. The steps may be accompanied by illustration or picture to assist the reader with the task at hand. Some task may include comments at certain stages of the procedure.²⁷

The structure of procedure text can be seen as two examples below:

Banana milkshake	Goal
Ingredients	Materials/ingredients
A banana	
Some milk	
Some honey	
Some ice	

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How to make	Sequence of step
First, cut the banana into small slice	
Put them in the blender	
Next, add some milk and honey	
Then put in some ice	
Then mix them all together for a few seconds	
Pour the mixture into a glass and have it soon	

How to Play Snakes and Ladders	Goal
What you need	materials
Snakes and ladders board games	
1 dice	
2,3,4 players	
Counters of different color. (one for each player)	

Sequence of step	<p>How to make</p> <p>Pour the mixture into a glass and have it soon</p> <p>for a few seconds</p> <p>Then mix them all together</p> <p>Then put in some ice</p> <p>honey</p> <p>Next, add some milk and</p> <p>Put them in the blender</p> <p>small slice</p> <p>First, cut the banana into</p>
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materials	<p>Goal</p> <p>How to Play Snakes and Ladders</p> <p>What you need</p> <p>Snakes and ladders board games</p> <p>1 dice</p> <p>2,3,4 players</p> <p>Counters of different color.</p> <p>(one for each player)</p>
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<p>How to play</p> <ul style="list-style-type: none"> - Put all counters on start - First person rolls dice and moves his counter in counting order the number of places shown on the dice - Other player take their turns - If a counter lands on the bottom of a ladder, the player moves the counter to top of that ladder - If a counter lands on a snake's head, the player moves the counter down to the bottom of that snake's tail - The winner is the first player to reach finish 	<p>Sequence of steps</p>
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But sometimes there are some procedure texts do not put materials in the structure. It is be seen from the instruction below.

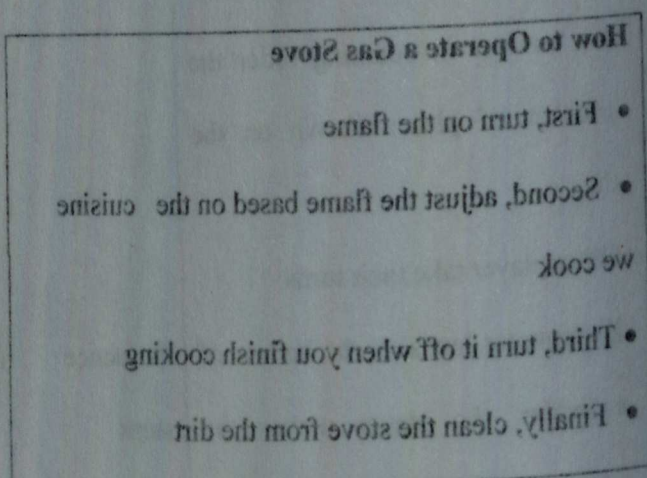
How to Operate a Gas Stove

- First, turn on the flame
- Second, adjust the flame based on the cuisine we cook
- Third, turn it off when you finish cooking
- Finally, clean the stove from the dirt

4. Teaching Procedure Text Using Group Work

Teaching procedure text using group work is the study approach at the third year students of the Tarbiyah faculty. Pragmatically, within the program, teachers give writing task and exercises, which are intended to improve writing skill. Besides that, the teacher gives motivate to the students in express their idea in the teaching procedure text using group work. The program always tries to train the students to use

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English. After a content-based lesson, a group work activity can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their group work. Before the group work, it is essential that the purpose of the group work activity is set by the teacher. In this way, the group work points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can give opinion with procedure text in a topic developing group work. In this type of group work, the teacher can form groups of students, preferably 4 or 5 in each group. Then each group works on a topic for a given time period, and presents their opinions to the class.

The definition of small group as the student in engaged in communication interaction over time, generally in face to face setting, who have meeting goals, norms and have developed a communication pattern for meeting their goals.²⁸ Group work is essential that the speaking should be equally divided among group members. At the end, the class decides the winning group who defended the idea in the best way. This

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activity fosters to developing procedure text and quick decision making, and group with other students and with native writing, events are held in deferent formats: discussion, play roles, debates, in order to create a relaxes teaching procedure text atmosphere and to enjoy time together. For efficient group work, it is always better not form larger groups. The groups members can be either assigned by the teacher are the students may determine it by themselves, but groups should be rearranged in every group work activity so that students can work with various people and learn to be open to different ideas. Lastly in class or group work, whatever the aim is, the students should can positive result in learning procedure text using group work.

B. Conceptual Framework

The difficulties faced by students in learning procedure text might be caused by the wrong choice of the teaching learning strategy/approach which is used by teachers. Group work is considered to be the most effective ways in teaching procedure text because it enables students to communicate and

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interact effectively each other in the class. As it has been explained previously that good interaction is needed to have an interactive class. Group work also helps students to understand procedure text.

From the discussion above, it is expected that group work will make students be more attractive or motivated in learning English. By using group work, students also will be able to understand procedure text, whether to write procedure text correctly or to arrange jumbled-sentence of a procedure text into good order. Consequently, group work is very effective to use when teaching learning process is held, especially when teaching procedure text.

C. Hypothesis

The research hypothesis is formulated as follows:

H_a = Group work significantly effects the student's achievement in write procedure text of the third year students of the Tarbiyah faculty.

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CHAPTER III RESEARCH METHOD

A. Research Design

This study was conducted by using an experimental research design. The design involved two different classes as the sample of the study. In this research, the sample was divided into two groups: experimental group and control group. Experimental group is conducted on sample or group of subjects. The group which is assigned to the experimental variable or treatment is known as experimental group. The experimental groups teach by using group work.²⁹

Control group is examined by comparing with controlled variable.³⁰ The group which is allotted to controlled variable is termed as controlled group, and control group teach without using group work in which the students just listen to the teacher's explanation and do the exercises give. The designs

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The design of the research is as follows:

Table 3.1 Research Design

Pre-test	Treatment	Post-test
Experimental Group	Using group work	Experimental Group
Control Group	Without using group work	Control Group

B. Location of the Study

The location of the research is conducted in Tarbiyah Faculty of State Institute Islamic Studies (IAIN SU) Jl. Willem Iskandar. In this faculty there is an English major. The researcher chooses IAIN SU of the third years of the 2011/2012 as the population of this research. So, the research would not have some troubles to explain about the test and how to answer the question by students. This Institute not so far from the writers' house. Location of the school around with many trees, so the air always fresh and make the student have high spirit to study.

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C. Population and Sample

1. Population

Population is whole subjects or people under observation.³¹ The population of this study 2011/2012 of the third year students of the Tarbiyah faculty. The population was 130 students which distribute in 4 parallel classes.

2. Sample

A sample was any group of individuals selected to present the population. A sample is a small proportion of population selected for observation and analysis.³² "a sample is a limited number of population to be representative of than population."³³

If the population is too large in member, the sample can be taken around 10-15% or 20-25%, or it depends on the research's ability based on.³⁴

³¹ Arikunto, Suharsimi. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta. P.T. Rineka Cipta

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- The time, energy and funds
- The scope of the research
- The risk that will be faced by the researcher

In selecting the sample, the random sampling by using lottery technique would be used. By using random sampling, all the population had an equal chance to be the sample.³⁵

Random sampling is the best single way to obtain a representative sample.³⁶ The four parallel classes of the ninth year students were 130 students and the sample was 20% from 130 students was 56 students. 28 students for Pre-test and 28 students for Post-test.

There were four roll papers containing the name of the class from sixth semester PBI-1 up to PBI-4. The writer put the four roll papers in a box and shake the box. The writer took one paper containing the name of the class which was decided to be the experimental group and one for control group by using lottery technique.

³⁵ Hajar, Ibnu. 1999. *Dasar-Dasar Metodology Penelitian Kuantitative Dalam Pendidikan*. 2nd edition. Jakarta, P.T Rafi Grafindo Persada.
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- There were four roll papers containing the name of the class from sixth semester PBI-1 up to PBI-4. The writer put the four roll papers in a box and shake the box. The writer took one paper containing the name of the class which was decided to be the experimental group and one for control group by using lottery technique.

³² Hajjar, Ibnu. 1999. Dasar-Dasar Metodologi Penelitian Kuantitatif Dalam Pendidikan. 2nd edition. Jakarta, P.T. Rati Grafindo Persada.

³⁶ Gay, L. 1987. Educational Research: Competencies for Analysis and Application. Ohio: Merrill.

D. Instrument for Collecting the Data

The instrument for collecting the data was a test. The design of the test was in the form of essay, particular on procedure text. The test gave to the students was aim at collecting the data supporting the students' achievement in learning procedure text. The test was consists of 1 item where students wrote a procedure text base on the instruction and it took from the subject matters. The time gave 30 minutes. Students used the time effectively to finish the test.

E. Research Procedure

This part was divided into three steps namely pre-test, treatment and post-test.

1. Pre-test

The pre-test was conducted to find out the students' ability to writing procedure text before having the treatment. The pre-test gave to the groups and their works were score. The result of the pre-test was considered as the preliminary data.

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1. Pre-test

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2. Treatment

After the pre-test was administered, a treatment gave to students. Control group taught without using group work, while experimental group taught by using group work the following ways:

First step : The teachers divided the class into two and have students to arrange their seats so that every student in each group can sit together. The group must be heterogeneous in terms of academic performance.

Second step : The teacher asked the students whether they had already known about procedure text. The teacher gave the example of procedure text and connected the example with students' real life situation.

Third steps : The teacher explained about procedure text, its structure and its grammatical features.

Fourth step : The teacher gave other example of procedure text and asked the students to work in group to analyze the structure and grammatical features

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of the procedure text. Each group got different text and made sure that all of the members in those groups state their idea.

Fifth step : The teacher made a game. Every group arranged jumble sentence of procedure text into good order and every member of the group involve in this time.

Sixth step : The teacher asked students to do the exercise in their books to make a procedure text in groups. They share their ideas to write a good procedure text.

Seventh step : The teacher asked the students to write a procedure text individually and discussed it in group.

Eighth step : The teacher collected all task of the students and check it.

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3. Post-test

The post-test was administered to measure the students' competence after the treatment complete. The achievements of the group then compare and analyze.

F. Scoring the Test

In scoring the test, the range of cumulative scores was determined from 0-100. There were some important indicators to consider from scoring the data. There are five indicators to consider in writing test namely, content, organization, vocabulary, language use, and mechanics.³⁷

1. Content

The score of content depends on the student's ability to write ideas and information in the form of logical order. The criteria of scoring the test are as the following :

30-27 EXCELLENT TO VERY GOOD: knowledgeable –
substantive – through development of topic sentence –
relevant to the assigned topic.

³⁷ Heaton, J.B. 1995. *Writing English Language Test*. London : Longman

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26-22 **GOOD TO AVERAGE:** some knowledge of subject – adequate range limited development of topic sentence – mostly relevant to the topic sentence but lack details.

21-17 **FAIR TO POOR:** limited knowledge to subject – little substance – inadequate development of subject.

16-13 **VERY POOR:** does not show knowledge of subject – non substantive – not pertinent – or not enough to evaluate.

2. Organization

20-18 The organization refers to the students' ability to write ideas and information in a good logical order. The topic and supporting sentences are clearly stated. The criteria of giving the scores are the following:

20-18 **EXCELLENT TO AVERAGE:** fluent expression – ideas clearly stated succinct – well organized – logical sequencing – cohesive.

17-14 **GOOD TO AVERAGE:** some what choppy – loosely organized but main ideas stand out.

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Vocabulary refers to the students' ability in using word
or idiom to express idea logically. The criteria for scoring the
vocabulary are given as follows:

20-18 **EXCELLENT TO VERY GOOD:** sophisticated

range – effective word and usage – word form

mastery – appropriate register.

17-14 **GOOD TO AVERAGE:** adequate range –

occasional errors – meaning not obscured.

13-14 **FAIR TO POOR:** limited range – frequent errors of

word idiom, choice, usage, but meaning confused
and obscured.

9-7 **VERY POOR:** essentially translation – little

knowledge of English vocabulary, idioms word form

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0-7	VERY POOR: essentially translation – little knowledge of English vocabulary, idioms word form or not enough to evaluate.

4. Language Use

Language use refers to someone's capability in writing simple, complex or compound sentences correctly and logically. It also refers to the ability to develop agreement in sentences and some other words, such as nouns, adjective and signals. The criteria of giving the scores are as the following.

25-22	EXCELLENT TO VERY GOOD: effective complex construction – few errors of agreement tense, number, word order/function word, articles, pronouns and preposition.
21-19	GOOD TO AVERAGE : effective but simple construction – several errors of agreement, tense, number, word order/function word, articles, pronouns and preposition.
17-11	FAIR TO POOR: major problem in simple complex construction, frequent errors of negation – agreement, number, etc.
10-5	VERY POOR: virtually no master of sentence of construction rules – dominated by errors – does not communication – not enough to evaluate.

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5. Mechanics

Mechanics refer to the students' ability in using words appropriately, using function correctly, paragraph and the text can use correctly. The criteria of scoring the mechanics are given below:

- 05 EXCELLENT TO VERY GOOD: demonstrate mastery of conversation -- few errors spelling, punctuation, capitalization, writing sentence.
- 04 GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, writing sentences but meaning not obscured.
- 03 FAIR TO POOR: frequent errors of punctuation, capitalization, writing sentences, poor hand writing, meaning or obscured.
- 02 VERY POOR: no mastery of conventions, dominated by paragraphing, hand writing, illegible, or not enough evaluate.

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Mechanics refer to the students' ability in using words appropriately, using function correctly, paragraph and the text can use correctly. The criteria of scoring the mechanics are given below:

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G. Technique for Analyzing the Data

To know how much group work gave significant effect on students' achievement on procedure text, the scores were applying t-test. It was used to find out the difference between the two groups.

The formula of t-test is presented as follows:

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{d_a^2 + d_b^2}{Na + Nb - 2}\right) \left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

Where:

Ma = Mean of experimental group

Mb = Mean of control group

Na = Numbers of students in experimental group

Nb = Numbers of students in control group

da = Standard deviation of experimental group

db = Standard deviation of control group

No		Pre-Test	Post-Test
1	AW	72	82
2	NZ	74	87
3	HB	79	85
4	JI	80	87
5	MZ	75	80
6	AY	71	79
7	ND	79	85

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$$t = \frac{\bar{M}_a - \bar{M}_b}{\sqrt{\left(\frac{1}{N_a} + \frac{1}{N_b}\right) \left(\frac{s_a^2 + s_b^2}{2}\right)}}$$

Where:

\bar{M}_a = Mean of experimental group

\bar{M}_b = Mean of control group

N_a = Numbers of students in experimental group

N_b = Numbers of students in control group

s_a^2 = Standard deviation of experimental group

s_b^2 = Standard deviation of control group

CHAPTER IV

THE DATA AND RESEARCH FINDING

A. The Data

There were fifty eight students took as the sample.

The students were divided into two groups, experimental and control group. This research provided two kinds of test for each group namely pre-test and post-test. To evaluate the test, there were five indicators used: content, organization, vocabulary, language use and mechanics. The test scores became the data that were needed for hypothesis testing. The data are tabulated as follows:

Table 4.1

The Result of Pre-test and Post-test of Experimental Group

No	Students' Initial Name	Pre-Test	Post-Test
1	AW	72	82
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3	HB	79	82
4	JL	80	87
5	MZ	72	80
6	AY	71	79
7	ND	79	82

8	IT	75	82
9	SS	66	68
10	SC	80	88
11	NL	65	74
12	RS	76	83
13	SH	74	80
14	LA	68	79
15	ZB	80	86
16	AD	75	83
17	JA	74	85
18	NF	70	78
19	NH	71	83
20	RH	83	93
21	RM	73	82
22	SH	74	84
23	RP	72	80
24	NF	78	85
25	AD	77	86
26	AA	64	73
27	IP	69	76
28	MD	75	82
Total (Σ)		2073	2295
Mean		74.0	81.9

28	27	IT	8
80	80	22	9
88	08	02	10
47	20	JN	11
38	20	2R	12
08	47	H2	13
20	80	LA	14
88	80	2B	15
38	27	AD	16
28	47	1A	17
87	70	NE	18
38	17	NH	19
30	38	HR	20
28	37	RM	21
84	47	H2	22
08	27	RP	23
28	78	NE	24
80	77	AD	25
37	40	AA	26
20	00	IP	27
28	27	DM	28
2022	2072	Total (Σ)	
9.18	0.47	Mean	

From the students' score of Experimental Group above, all of students increased the scores and no student decreased the scores. The increase of their scores can be seen from their pre-test and post test scores. The lowest and the highest score of pre-test were 64 and 83 while the lowest and the highest score of post-test were 68 and 93. From the data above, the mean of pre-test was 74,0 and the mean for post-test was 81.9. So the mean of students' score increased 7,9 points. It means that the students got better progress in writing procedure text. It was proved that group work significantly affects the students' competency to write procedure.

Table 4.2

The Result of Pre-test and Post-test of Control Group

No	Students' Initial Name	Pre-Test	Post-Test
1	AP	80	84
2	AF	70	72
3	CA	63	65
4	DL	77	80
5	ER	68	72
6	GF	71	74
7	HB	73	75

From the students' score of Experimental Group above, all of students increased the scores and no student decreased the scores. The increase of their scores can be seen from their pre-test and post test scores. The lowest and the highest score of pre-test were 64 and 83 while the lowest and the highest score of post-test were 68 and 93. From the data above, the mean of pre-test was 74.0 and the mean for post-test was 81.9. So the mean of students' score increased 7.9 points. It means that the students got better progress in writing procedure test. It was proved that group work significantly affects the students' competency to write procedure.

Table 4.2

The Result of Pre-test and Post-test of Control Group

No	Students' Initial Name	Pre-Test	Post-Test
1	AP	80	84
2	AF	70	75
3	CA	63	65
4	DL	77	80
5	ER	68	75
6	GF	71	74
7	HB	73	75

8	HS	68	72
9	IM	72	75
10	KL	69	74
11	KH	60	64
12	MS	65	70
13	NF	73	76
14	SS	76	80
15	KS	70	73
16	MM	72	75
17	NS	75	79
18	PS	69	72
19	NR	70	73
20	YS	76	80
21	MH	75	79
22	SS	66	69
23	YP	69	76
24	MK	68	71
25	NI	71	75
26	YP	64	68
27	AR	77	80
28	EF	76	82
Total (Σ)		1983	2085
Mean		70.8	74.5

From the Students' scores of control group above, all of students increased in score. The lowest and the highest score

8	HS	68	75
9	IM	75	75
10	KL	69	74
11	KH	60	64
12	MS	62	70
13	NL	73	76
14	SS	76	80
15	KS	70	73
16	MM	75	75
17	NS	72	79
18	PS	69	75
19	NR	70	73
20	YS	76	80
21	MH	72	79
22	SS	69	69
23	YP	69	76
24	MR	68	71
25	NI	71	75
26	YP	64	68
27	VR	77	80
28	EP	76	85
	Total (Σ)	1983	2085
	Mean	70.8	74.5

From the students' scores of control group above, all of students increased in score. The lowest and the highest score

of pre-test were 60 and 80 while the lowest and the highest score of post-test were 64 and 84. From the data above, the mean of pre-test was 70.8 and the mean for post test was 74.5. It is not like in experimental group which decreased 7.9 points for mean, the mean of students' scores in control group increased only 3.6 points. From the scores above, it can be seen that the students who were taught by using group work got better scores than the students who were taught without using group work.

B. The Data Analysis

To find out whether Group Work significantly affects the student's achievement in write procedure text or not, the result of the test is calculated by using the t-test formula.

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{d_{a^2} + d_{b^2}}{Na + Nb - 2}\right) \left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

Where :

Ma = Mean of experimental group

Mb = Mean of control group

Na = Numbers of students in experimental group

Nb = Numbers of students in control group

of pre-test were 60 and 80 while the lowest and the highest score of post-test were 64 and 84. From the data above, the mean of pre-test was 70.8 and the mean for post test was 74.2. It is not like in experimental group which decreased 7.9 points for mean, the mean of students' scores in control group increased only 3.6 points. From the scores above, it can be seen that the students who were taught by using group work got better scores than the students who were taught without using group work.

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Where:

M_a = Mean of experimental group
 M_b = Mean of control group
 N_a = Numbers of students in experimental group
 N_b = Numbers of students in control group

d_a = Standard deviation of experimental group

d_b = Standard deviation of control group

The calculation shows that: and the critical value is 2.00. Based

$$M_a = 7,9$$

$$d_a^2 = 117,88$$

$$N_a = 28$$

$$M_b = 3,6$$

$$d_b^2 = 34,48$$

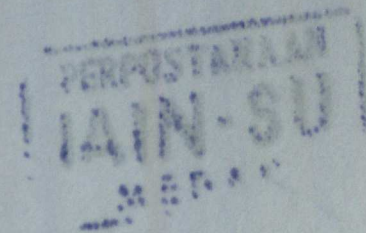
$$N_b = 28$$

Based on the calculation of the data after applying the t-test formula, it was obtained that the t-observed is 10,75. (Shown in Appendix 3 page 59)

C. Hypothesis Testing

The hypothesis testing should be done in order to know whether the alternative hypothesis (H_a) is accepted or not. The H_a is accepted if t-observed is higher than t-table (t-observed > t-table). In this study, the calculation of the scores used the t-test formula with the degree of freedom (df),

$$df = N_a + N_b - 2$$



da = Standard deviation of experimental group
db = Standard deviation of control group

The calculation shows that:

$$Ma = 7,9$$

$$S^2_{ab} = 117,88$$

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$$S^2_{db} = 34,48$$

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$$df = Na + Nb - 2$$

$$df = 28 + 28 - 2$$

$$df = 54$$

at level significance of 0.05 and the critical value is 2.00. Based on the calculation of the t-test, it is shown that the t-observed is higher than t-table. It can be seen as follows:

$$t\text{-observed} > t\text{-table } (p=0.05) \text{ with } df \ 54$$

$$10.75 > 2.00 \ (p = 0.05) \text{ with } df \ 54$$

The result above shown that the alternative hypothesis (H_a) is accepted. It means that group work significantly affects the students' competency to write procedure text.

D. Research Findings

In this research, it was found that using group work really gave significant effect on students' competence to write procedure text. It means that the students who were taught the procedure text by using group work got higher scores than those who were taught without using group work. It is proved from the result of the t-test that the t-observed is higher than t-table (t-observed > t-table).

$$df = 28 + 28 - 2$$

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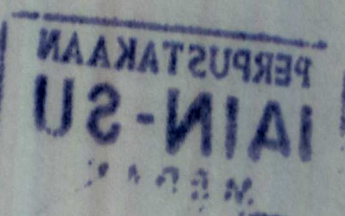
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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusions of this study can be presented as follows:

1. The alternative hypothesis is accepted. It means that there is significant effect of group work on students' competence to write procedure text.
2. It is proved that group work enables the students to get better progress in writing procedure text.

B. Suggestion

Based on the result of the study, it is suggested that:

1. Group work can be alternative approach in teaching writing especially procedure text to improve the students' competence to write a good procedure text.
2. Students can be guided by using group work in writing procedure text. They also should practice more in writing procedure text.

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APPENDIX 1

The Calculation of Variances of Experimental Group

NO	Pre-test (A ₁ ²)	A ₁ ²	Post-test (A ₂ ²)	A ₂ ²
1	72	5184	82	6724
2	78	6084	87	7569
3	79	6241	85	7225
4	80	6400	87	7569
5	75	5625	80	6400
6	71	5041	79	6241
7	79	6241	85	7225
8	75	5625	82	6724
9	66	4356	68	4624
10	80	6400	88	7744
11	65	4225	74	5476
12	76	5776	83	6889
13	74	5476	80	6400
14	68	4624	79	6241
15	80	6400	86	7396
16	75	5625	83	6889
17	74	5476	85	7225
18	70	4900	78	6084
19	71	5041	83	6889
20	83	6889	93	8649
21	73	5329	82	6724
22	74	5476	84	7056
23	72	5184	80	6400
24	78	6084	85	7225
25	77	5929	86	7396
26	64	4096	73	5329
27	69	4761	76	5776
28	75	5625	82	6724
Total	2073	154113	2295	188813
Σ				
Mean	74,0		81,9	

The variances of pre-test

$$S^2 = \frac{n \sum A_1^2 - (\sum A_1)^2}{n(n-1)}$$

$$S^2 = \frac{28.154113 - (2073)^2}{28(28-1)}$$

$$S^2 = \frac{4315164 - 4297329}{28.27}$$

$$S^2 = \frac{17835}{756}$$

$$S^2 = 23.59$$

Standard deviation of pre-test

$$Sd = \sqrt{S^2}$$

$$Sd = \sqrt{23.59}$$

$$Sd = 4.8$$

The variances of post-test

$$S^2 = \frac{n \sum A_2^2 - (\sum A_2)^2}{n(n-1)}$$

$$S^2 = \frac{28.188813 - (2295)^2}{28(28-1)}$$

$$S^2 = \frac{5286764 - 5267025}{28.27}$$

$$S^2 = \frac{19739}{756}$$

APPENDIX I

The Calculation of Variances of Experimental Group

NO	Pre-test (A ₁)	Post-test (A ₂)	A ₁ ²	A ₂ ²
1	75	82	5184	6724
2	78	87	6084	7569
3	79	82	6241	6724
4	80	87	6400	7569
5	75	80	5625	6400
6	71	79	5041	6241
7	79	82	6241	6724
8	75	82	5625	6724
9	80	88	6400	7744
10	80	88	6400	7744
11	75	74	5625	5476
12	75	83	5625	6889
13	74	80	5476	6400
14	80	79	6400	6241
15	80	80	6400	6400
16	75	83	5625	6889
17	74	82	5476	6724
18	70	78	4900	6084
19	71	83	5041	6889
20	88	93	7744	8649
21	73	82	5329	6724
22	74	84	5476	7056
23	75	80	5625	6400
24	78	82	6084	6724
25	77	86	5929	7396
26	80	73	6400	5329
27	80	76	6400	5776
28	75	82	5625	6724
Total (Σ)	2073	2295	124113	188813
Mean	74.7	81.9		

$$s^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n-1}$$

$$s^2 = \frac{2586264 - \frac{5297052}{38}}{38-1}$$

$$s^2 = \frac{2586264 - 139396.1}{37}$$

$$s^2 = \frac{2446867.9}{37}$$

$$s^2 = 66131.56$$

$$s = \sqrt{66131.56}$$

$$s = 257.14$$

Standard deviation of post-test

$$s^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n-1}$$

$$s^2 = \frac{17832 - \frac{4312164}{38}}{38-1}$$

$$s^2 = \frac{17832 - 113478}{37}$$

$$s^2 = \frac{-95646}{37}$$

$$s^2 = -2585.03$$

$$s = \sqrt{-2585.03}$$

$$s = 50.84$$

Standard deviation of pre-test

$$s^2 = 26.10$$

Standard deviation of post-test

$$s = \sqrt{26.10}$$

$$s = 5.1$$

$$s = 5.1$$

NO	Pre-Test	Post-Test	Mean	SD
1	50	55	52.5	2.5
2	55	60	57.5	2.5
3	60	65	62.5	2.5
4	65	70	67.5	2.5
5	70	75	72.5	2.5
6	75	80	77.5	2.5
7	80	85	82.5	2.5
8	85	90	87.5	2.5
9	90	95	92.5	2.5
10	95	100	97.5	2.5
11	100	105	102.5	2.5
12	105	110	107.5	2.5
13	110	115	112.5	2.5
14	115	120	117.5	2.5
15	120	125	122.5	2.5
16	125	130	127.5	2.5
17	130	135	132.5	2.5
18	135	140	137.5	2.5
19	140	145	142.5	2.5
20	145	150	147.5	2.5
21	150	155	152.5	2.5
22	155	160	157.5	2.5
23	160	165	162.5	2.5
24	165	170	167.5	2.5
25	170	175	172.5	2.5
26	175	180	177.5	2.5
27	180	185	182.5	2.5
28	185	190	187.5	2.5
29	190	195	192.5	2.5
30	195	200	197.5	2.5
31	200	205	202.5	2.5
32	205	210	207.5	2.5
33	210	215	212.5	2.5
34	215	220	217.5	2.5
35	220	225	222.5	2.5
36	225	230	227.5	2.5
37	230	235	232.5	2.5
38	235	240	237.5	2.5
39	240	245	242.5	2.5
40	245	250	247.5	2.5
41	250	255	252.5	2.5
42	255	260	257.5	2.5
43	260	265	262.5	2.5
44	265	270	267.5	2.5
45	270	275	272.5	2.5
46	275	280	277.5	2.5
47	280	285	282.5	2.5
48	285	290	287.5	2.5
49	290	295	292.5	2.5
50	295	300	297.5	2.5
51	300	305	302.5	2.5
52	305	310	307.5	2.5
53	310	315	312.5	2.5
54	315	320	317.5	2.5
55	320	325	322.5	2.5
56	325	330	327.5	2.5
57	330	335	332.5	2.5
58	335	340	337.5	2.5
59	340	345	342.5	2.5
60	345	350	347.5	2.5
61	350	355	352.5	2.5
62	355	360	357.5	2.5
63	360	365	362.5	2.5
64	365	370	367.5	2.5
65	370	375	372.5	2.5
66	375	380	377.5	2.5
67	380	385	382.5	2.5
68	385	390	387.5	2.5
69	390	395	392.5	2.5
70	395	400	397.5	2.5
71	400	405	402.5	2.5
72	405	410	407.5	2.5
73	410	415	412.5	2.5
74	415	420	417.5	2.5
75	420	425	422.5	2.5
76	425	430	427.5	2.5
77	430	435	432.5	2.5
78	435	440	437.5	2.5
79	440	445	442.5	2.5
80	445	450	447.5	2.5
81	450	455	452.5	2.5
82	455	460	457.5	2.5
83	460	465	462.5	2.5
84	465	470	467.5	2.5
85	470	475	472.5	2.5
86	475	480	477.5	2.5
87	480	485	482.5	2.5
88	485	490	487.5	2.5
89	490	495	492.5	2.5
90	495	500	497.5	2.5
91	500	505	502.5	2.5
92	505	510	507.5	2.5
93	510	515	512.5	2.5
94	515	520	517.5	2.5
95	520	525	522.5	2.5
96	525	530	527.5	2.5
97	530	535	532.5	2.5
98	535	540	537.5	2.5
99	540	545	542.5	2.5
100	545	550	547.5	2.5
101	550	555	552.5	2.5
102	555	560	557.5	2.5
103	560	565	562.5	2.5
104	565	570	567.5	2.5
105	570	575	572.5	2.5
106	575	580	577.5	2.5
107	580	585	582.5	2.5
108	585	590	587.5	2.5
109	590	595	592.5	2.5
110	595	600	597.5	2.5
111	600	605	602.5	2.5
112	605	610	607.5	2.5
113	610	615	612.5	2.5
114	615	620	617.5	2.5
115	620	625	622.5	2.5
116	625	630	627.5	2.5
117	630	635	632.5	2.5
118	635	640	637.5	2.5
119	640	645	642.5	2.5
120	645	650	647.5	2.5
121	650	655	652.5	2.5
122	655	660	657.5	2.5
123	660	665	662.5	2.5
124	665	670	667.5	2.5
125	670	675	672.5	2.5
126	675	680	677.5	2.5
127	680	685	682.5	2.5
128	685	690	687.5	2.5
129	690	695	692.5	2.5
130	695	700	697.5	2.5
131	700	705	702.5	2.5
132	705	710	707.5	2.5
133	710	715	712.5	2.5
134	715	720	717.5	2.5
135	720	725	722.5	2.5
136	725	730	727.5	2.5
137	730	735	732.5	2.5
138	735	740	737.5	2.5
139	740	745	742.5	2.5
140	745	750	747.5	2.5
141	750	755	752.5	2.5
142	755	760	757.5	2.5
143	760	765	762.5	2.5
144	765	770	767.5	2.5
145	770	775	772.5	2.5
146	775	780	777.5	2.5
147	780	785	782.5	2.5
148	785	790	787.5	2.5
149	790	795	792.5	2.5
150	795	800	797.5	2.5
151	800	805	802.5	2.5
152	805	810	807.5	2.5
153	810	815	812.5	2.5
154	815	820	817.5	2.5
155	820	825	822.5	2.5
156	825	830	827.5	2.5
157	830	835	832.5	2.5
158	835	840	837.5	2.5
159	840	845	842.5	2.5
160	845	850	847.5	2.5
161	850	855	852.5	2.5
162	855	860	857.5	2.5
163	860	865	862.5	2.5
164	865	870	867.5	2.5
165	870	875	872.5	2.5
166	875	880	877.5	2.5
167	880	885	882.5	2.5
168	885	890	887.5	2.5
169	890	895	892.5	2.5
170	895	900	897.5	2.5
171	900	905	902.5	2.5
172	905	910	907.5	2.5
173	910	915	912.5	2.5
174	915	920	917.5	2.5
175	920	925	922.5	2.5
176	925	930	927.5	2.5
177	930	935	932.5	2.5
178	935	940	937.5	2.5
179	940	945	942.5	2.5
180	945	950	947.5	2.5
181	950	955	952.5	2.5
182	955	960	957.5	2.5
183	960	965	962.5	2.5
184	965	970	967.5	2.5
185	970	975	972.5	2.5
186	975	980	977.5	2.5
187	980	985	982.5	2.5
188	985	990	987.5	2.5
189	990	995	992.5	2.5
190	995	1000	997.5	2.5
191	1000	1005	1002.5	2.5
192	1005	1010	1007.5	2.5
193	1010	1015	1012.5	2.5
194	1015	1020	1017.5	2.5
195	1020	1025	1022.5	2.5
196	1025	1030	1027.5	2.5
197	1030	1035	1032.5	2.5
198	1035	1040	1037.5	2.5
199	1040	1045	1042.5	2.5
200	1045	1050	1047.5	2.5
201	1050	1055	1052.5	2.5
202	1055	1060	1057.5	2.5
203	1060	1065	1062.5	2.5
204	1065	1070	1067.5	2.5
205	1070	1075	1072.5	2.5
206	1075	1080	1077.5	2.5
207	1080	1085	1082.5	2.5
208	1085	1090	1087.5	2.5
209	1090	1095	1092.5	2.5
210	1095	1100	1097.5	2.5
211	1100	1105	1102.5	2.5
212	1105	1110	1107.5	2.5
213	1110	1115	1112.5	2.5
214	1115	1120	1117.5	2.5
215	1120	1125	1122.5	2.5
216	1125	1130	1127.5	2.5
217	1130	1135	1132.5	2.5
218	1135	1140	1137.5	2.5
219	1140	1145	1142.5	2.5
220	1145	1150	1147.5	2.5
221	1150	1155	1152.5	2.5
222	1155	1160	1157.5	2.5
223	1160	1165	1162.5	2.5
224	1165	1170	1167.5	2.5
225	1170	1175	1172.5	2.5
226	1175	1180	1177.5	2.5
227	1180	1185	1182.5	2.5
228	1185	1190	1187.5	2.5
229	1190	1195	1192.5	2.5
230	1195	1200	1197.5	2.5
231	1200	1205	1202.5	2.5
232	1205	1210	1207.5	2.5
233	1210	1215	1212.5	2.5
234	1215	1220	1217.5	2.5
235	1220	1225	1222.5	2.5
236	1225	1230	1227.5	2.5
237	1230	1235	1232.5	2.5
238	1235	1240	1237.5	2.5
239	1240	1245	1242.5	2.5
240	1245	1250	1247.5	2.5
241	1250	1255	1252.5	2.5
242	1255	1260	1257.5	2.5
243	1260	1265	1262.5	2.5
244	1265	1270	1267.5	2.5
245	1270	1275	1272.5	2.5
246	1275	1280	1277.5	2.5
247	1280	1285	1282.5	2.5
248	1285	1290	1287.5	2.5
249	1290	1295	1292.5	2.5
250	1295	1300	1297.5	2.5
251	1300	1305	1302.5	2.5
252	1305	1310	1307.5	2.5
253	1310	1315	1312.5	2.5
254	1315	1320	1317.5	2.5
255	1320	1325	1322.5	2.5
256	1325	1330	1327.5	2.5
257	1330	1335	1332.5	2.5
258	1335	1340		

APPENDIX 2

The Calculation of Variances of Control Group

NO	Pre-Test (B ₁)	B ₁ ²	Post-Test (B ₂)	B ₂ ²
1	80	6400	84	7056
2	70	4900	72	5184
3	63	3969	65	4225
4	77	5929	80	6400
5	68	4624	72	5184
6	71	5041	74	5476
7	73	5329	75	5625
8	68	4624	72	5184
9	72	5184	75	5625
10	69	4761	74	5476
11	60	3600	64	4096
12	65	4225	70	4900
13	73	5329	76	5776
14	76	5776	80	6400
15	70	4900	73	5329
16	72	5184	75	5625
17	75	5625	79	6241
18	69	4761	72	5184
19	70	4900	73	5329
20	76	5776	80	6400
21	75	5625	79	6241
22	66	4356	69	4761
23	69	4761	76	5776
24	68	4624	71	5041
25	71	5041	75	5625
26	64	4096	68	4624
27	77	5929	80	6400
28	76	5776	82	6724
Total (Σ)	1983	141045	2085	155904
Mean	70,8		74,5	

APPENDIX 2

The Calculation of Variances of Control Group

NO	Pre-Test (B ₁)	Post-Test (B ₂)	B ₁ ²	B ₂ ²
1	80	84	6400	7056
2	70	75	4900	5625
3	63	62	3969	3844
4	77	80	5929	6400
5	68	75	4624	5625
6	71	74	5041	5476
7	73	72	5329	5184
8	68	75	4624	5625
9	75	72	5625	5184
10	69	74	4761	5476
11	60	64	3600	4096
12	62	70	3844	4900
13	72	76	5184	5776
14	76	80	5776	6400
15	70	73	4900	5329
16	75	72	5625	5184
17	72	70	5184	4900
18	69	75	4761	5625
19	70	73	4900	5329
20	76	80	5776	6400
21	72	70	5184	4900
22	66	69	4356	4761
23	69	76	4761	5776
24	68	71	4624	5041
25	75	72	5625	5184
26	64	68	4096	4624
27	77	80	5929	6400
28	76	85	5776	7225
Total (Σ)	1983	2085	141045	152004
Mean	70.8	74.5		

The variances of pre-test

$$S^2 = \frac{n \sum B_1^2 - (\sum B_1)^2}{n(n-1)}$$

$$S^2 = \frac{28.141045 - (1983)^2}{28(28-1)}$$

$$S^2 = \frac{3949260 - 3932289}{28.27}$$

$$S^2 = \frac{16971}{576}$$

$$S^2 = 22.45$$

Standard deviation of pre-test

$$Sd = \sqrt{S^2}$$

$$Sd = \sqrt{22.45}$$

$$Sd = 4.7$$

The variances of post-test

$$S^2 = \frac{n \sum B_2^2 - (\sum B_2)^2}{n(n-1)}$$

$$S^2 = \frac{28.155904 - (2085)^2}{28(28-1)}$$

$$S^2 = \frac{4365312 - 4347225}{28.27}$$

$$S^2 = \frac{18087}{756}$$

The variance of pre-test

$$s^2 = \frac{\sum B^2 - \frac{(\sum B)^2}{n}}{n-1}$$

$$s^2 = \frac{58141042 - \frac{(1083)^2}{28}}{28-1}$$

$$s^2 = \frac{30403500 - 3033580}{28}$$

$$s^2 = \frac{16971}{28}$$

$$s^2 = 5342$$

Standard deviation of pre-test

$$s = \sqrt{s^2}$$

$$s = \sqrt{5342}$$

$$s = 73$$

The variance of post-test

$$s^2 = \frac{\sum B^2 - \frac{(\sum B)^2}{n}}{n-1}$$

$$s^2 = \frac{58122004 - \frac{(5082)^2}{28}}{28-1}$$

$$s^2 = \frac{4302315 - 4342552}{28}$$

$$s^2 = \frac{18087}{28}$$

$$s^2 = 23.92$$

Standard deviation of post test

$$s = \sqrt{s^2}$$

$$s = \sqrt{23.92}$$

$$s = 4.9$$

The Calculation of t-test

Experimental Group

	Pre-test (T ₁)	Post-test (T ₂)	Deviation (d) (T ₂ -T ₁)	d - M _d	Squared of Deviation (d _s ²)
1	72	82	10	2.1	4.41
2	78	87	9	1.1	1.21
3	70	85	15	3.1	9.61
4	80	88	8	0.1	0.01
5	75	80	5	-2.9	8.41
6	77	79	2	1.0	1.00
7	79	85	6	-1.0	1.00
8	75	82	7	-0.9	0.81
9	68	68	2	-5.9	34.81
10	68	88	20	1.0	1.00
11	65	74	9	1.1	1.21
12	78	88	10	-0.9	0.81
13	74	88	14	-1.9	3.61
14	68	79	11	-1.0	1.00
15	80	86	6	-1.0	1.00
16	75	83	8	0.1	0.01
17	74	83	9	1.1	1.21
18	77	87	10	1.1	1.21

$$SEES = 52$$

test test to notivob bmbmt2

$$\sqrt{2} = 1.41$$

$$SEES = 52$$

$$e, b = 1.2$$

APPENDIX 3

The Calculation of t-test

a. Experimental Group

NO	Pre-test (T ₁)	Post-test (T ₂)	Deviation (d) (T ₂ -T ₁)	d - Ma	Squared of Deviation (da ²)
1	72	82	10	2.1	4.41
2	78	87	9	1.1	1.21
3	79	85	6	- 1.9	3.61
4	80	87	7		0.81
5	75	80	5	- 2.9	8.41
6	71	79	8	0.1	0.01
7	79	85	6	- 1.9	3.61
8	75	82	7	- 0.9	0.81
9	66	68	2	- 5.9	34.81
10	80	88	8	0.1	0.01
11	65	74	9	1.1	1.21
12	76	83	7	- 0.9	0.81
13	74	80	6	- 1.9	3.61
14	68	79	11	3.1	9.61
15	80	86	6	- 1.9	3.61
16	75	83	8	0.1	0.01
17	74	85	11	3.1	9.61
18	70	78	8	0.1	0.01

APPENDIX 3

The Calculation of t-test

a. Experimental Group

NO	Pre-test (T ₁)	Post-test (T ₂)	Deviation (d) (T ₂ -T ₁)	d - Mb	Squared of Deviation (db ²)
1	75	85	10	2.1	4.41
2	78	87	9	1.1	1.21
3	79	82	6	-	3.61
4	80	87	7	1.9	0.81
5	75	80	5	-	2.25
6	71	79	8	1.0	0.01
7	79	82	6	-	3.61
8	75	85	10	0.9	0.81
9	68	80	12	-	14.41
10	80	88	8	1.0	0.01
11	62	74	12	1.1	1.21
12	76	83	7	-	0.81
13	74	80	6	0.9	0.81
14	80	89	9	1.1	0.81
15	80	88	8	-	3.61
16	75	83	8	0.1	0.01
17	74	82	8	1.1	0.81
18	70	78	8	0.1	0.01

19	71	83	12	4.1	16.81
20	83	93	10	2.1	4.41
21	73	82	9	1.1	1.21
22	74	84	10	2.1	4.41
23	72	80	8	0.1	0.01
24	78	85	7	-	0.81
25	77	86	9	0.9	0.81
26	64	73	9	1.1	1.21
27	69	76	7	-	0.81
28	75	82	7	0.9	0.81
Total (Σ)	2073	2295	222		117.88
Mean	74.0	81.9			

$$M_d = \frac{\sum d}{N}$$

$$M_d = \frac{222}{28}$$

$$M_d = 7.9$$

b. Control Group

NO	Pre-test (T ₁)	Post-test (T ₂)	Deviation (d) (T ₂ -T ₁)	d - Mb	Squared of Deviation (db ²)
1	80	84	4	0.4	0.16
2	70	72	2	-1.6	2.56
3	63	65	2	-1.6	2.56
4	77	80	3	0.6	0.36
5	68	72	4	0.4	0.16

$$\frac{bZ}{W} = D^M$$

$$\frac{555}{88} = 6.31$$

0.7 M

b. Control Group

NO	Pre- test (T ₁)	Post- test (T ₂)	Deviation (d) (T ₂ -T ₁)	d - M.D.	Squared of Deviation (d ²)
1	80	84	4	0.4	0.16
2	70	72	2	-1.6	2.56
3	63	65	2	-1.6	2.56
4	77	80	3	0.6	0.36
5	68	72	4	0.4	0.16

$$M_b = \frac{\sum d}{N}$$

$$M_b = \frac{102}{28}$$

$$M_b = 3.6$$

From the data above, it is obtained that:

$$\text{Ma} = 7,9$$

$$da^2 = 117,88$$

$$\frac{\sum d}{N} = dM$$

$M_p = 3.6$

From the data above, it is obtained that:

$q_5 = 8M$

Na = 28

$$Mb = 3,6$$

$$db^2 = 34,48$$

Nb = 28

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{d_a^2 + d_b^2}{Na + Nb - 2}\right) \left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

$$t = \frac{7.9 - 3.6}{\sqrt{\left(\frac{117.88 + 34.48}{28 + 28 - 2}\right)\left(\frac{1}{28} + \frac{1}{28}\right)}}$$

$$t = \frac{4.3}{\sqrt{\left(\frac{152.36}{54}\right)\left(\frac{2}{28}\right)}}$$

$$t = \frac{4.3}{\sqrt{(2.82)(0.07)}}$$

$$t = \frac{4.3}{\sqrt{0.197}}$$

4.3

$$t = \frac{10.75}{0.4}$$

